

The Library Dragon

Written by Carmen Agra Deedy
and illustrated by Michael P. White

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Ages 6-10 | Grades 1-5 | Fiction

Book Level Scores

Fountas & Pinnell | Level: P | Grade Level: 3-4

Accelerated Reader | Level 4.8 | Quiz #: 13777

Reading Counts | Level: 5.5 | Points: 2

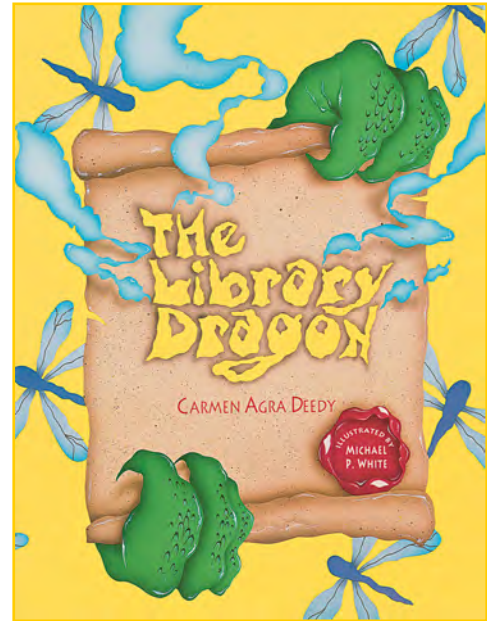
ABOUT THE BOOK

Sunrise Elementary School needs a thick-skinned librarian to help care for the books in their school. When Miss Lotta Scales answers their advertisement for someone who is “on fire with enthusiasm” she is hired immediately. Who could protect the books better than a real dragon? She takes her job of guarding the books very seriously. Students aren’t allowed to check out books and both children and teachers are scared of her. Story time burns out and the children’s grades go up in smoke. But one day little Molly Brickmeyer wanders into the library and picks up a book. The moment she begins to read it out loud other students gather around. When Miss Lotta Scales overhears the read-aloud and sees the eager children’s faces, her scales fall away and she is transformed into Miss Lotty, the loveable librarian. But always remember to take good care of the books. After all, every librarian needs to be a little bit of a dragon.

REVIEWS

“Deedy is an accomplished storyteller and kids will likely enjoy her frequent puns and wordplay and [Michael White's] droll, stylized illustrations, filled with vibrant color and lots of comical details.” —**Publishers Weekly**

“Youngsters will enjoy the funny touches and librarians may feel the good-humored tap of a reminder that books are for kids.” —**School Library Journal**



THEMES

- The Importance of Libraries
- Following Rules
- Respecting Others' Property
- Caring for the Library
- Making Choices
- Trying Something New

AWARDS

- 📖 Georgia Top 25 Reading List—Georgia Center for the Book
- 📖 Read Alouds too Good to Miss—AIME
- 📖 Flicker Tale Children's Book Award—North Dakota Library Association
- 📖 Buckaroo Book Award (2nd Runner Up)—Wyoming Library Association, Wyoming State Reading Council
- 📖 Volunteer State Book Awards (master list, K-3)—Tennessee Association of School Librarians
- 📖 Young Hoosier Book Award (nominee, grades K-3)—Association for Indiana Media Educators
- 📖 Children's Book Award (nominee)—Florida Reading Association
- 📖 Colorado Children's Book Award (nominee)—Colorado Council of the International Reading Association

NATIONAL EDUCATION STANDARDS

LANGUAGE ARTS (K-12)

[This Teacher's Guide was prepared with the Common Core Curriculum Standards in mind. The activities within this guide address a wide variety of reading and writing English Language Arts standards.]

MATH (K-12)

[National Mathematics Standards provided by the NCTM.]

NM-PROB.PK-12.3 Apply and adapt a variety of appropriate strategies to solve problems.

FINE ARTS: THEATRE (K-4)

Fine Arts Standards provided by the Consortium of National Arts Education Associations, under the guidance of the National Committee for Standards in the Arts.

NA-T.K-4.2 ACTING BY ASSUMING ROLES AND INTERACTING IN IMPROVISATIONS

Imagine and clearly describe characters, their relationships, and their environments. Use variations of locomotor and nonlocomotor movement and vocal pitch, tempo, and tone for different characters. Assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history.

BEFORE YOU READ

- Ask the students to compare and contrast their school library to their community library.
- Show students the cover of the book and tell them the title. Ask them what they think the book may be about?
- Discuss the job of a librarian. What are some of the duties of a librarian?
- Discuss how to behave in a library and how to check out library books.

AS YOU READ

In advance, you may want to use post-its to mark several places that are good opportunities for stopping and predicting what will happen next. On chart paper, record the book title and divide the paper into three columns. Make one wide column for recording predictions and two narrow columns with the headings yes and no. Ask students to predict what the book could be about. Read aloud up to the first post-it. Discuss if any of the predictions were fulfilled or unfulfilled and check the appropriate column. If any are still in question leave them blank. Add any new predictions, if necessary, based on what has been read or seen in the pictures.

Teachers, you may also want to read the book aloud on another day for enjoyment.

AFTER YOU READ

- Compare the librarian in the book with one at their school.
- Discuss why it is important to keep books safe and protected from harm.
- Talk about why it is significant to return books when they are due.

- Discuss what a banned book means and why school libraries have to do this.

CLASSROOM ACTIVITIES

LANGUAGE ARTS

1. Make available the following list of vocabulary words from the book. Have students define at least ten words and use them each in a sentence.

dragon	dread	mumbled
replaced	sputtered	wandered
smudged	fumed	stumbled
clutching	smoldered	huddled
smearing	furiously	blur
unfounded	medieval	suspiciously
inflammatory	glare	scorched
depict	delegation	intently
incinerated	spewed	transformation
awe	chuckled	

2. Using butcher paper, have students sequence the story. Illustrate the beginning, middle, and end. Write a sentence under each image.
3. While reading the book, have students look or listen for words that relate to dragons and create a list. (Examples: flame, fire)
4. Ask students to define an advertisement and discuss the parts of an ad. Have students create their own ad poster and share it with the class. Allow the class to guess what the ad is about before its creator explains it.
5. Discuss descriptive words and how to incorporate them into writing (Examples: "touching and clutching," "pawing and clawing," and "smearing and tearing.")
6. Discuss nouns, verbs, and adjectives. Choose a page or several pages from the book and have students identify the words as a noun, verb, or adjective. Or have them find all the nouns in the book, then the verbs, and finally the adjectives.
7. Define a synonym. How did the author use synonyms to write the story?
8. Have the students tell the story from a different perspective of a different character in the book (Examples: Miss Lemon, Molly Brickmeyer, the Principal)

SOCIAL STUDIES

Life Skills

Respect and Forgiveness

- **Play Thumbs Up/Thumbs Down:** Have students decide which parts of the book they considered appropriate or inappropriate behavior by putting their thumbs up or down. Have the class debate both sides of their views.
- Discuss the purpose of going to the library.
- Ask students to list ways they can make the most of their visits to the library.
- Create a chart titled Library Rules. Have students create a list of rules about how they need to act while in the library and how they need to treat the books they check out of the library. Decorate the chart and display it in the classroom.
- Discuss what it means to respect people and their things. Ask the students to talk about something that is important to them that may not be to someone else. Conclude the discussion by emphasizing that we should treat one another respectfully and treat others' belongings with respect too.
- Discuss the meaning of forgiveness and how forgiving and seeking forgiveness can dispel bad feelings. Have the class sit in a circle on the floor. Ask students to remember a time when someone has hurt their feelings. Then think of a time when they have hurt someone else's feelings. Did the other person apologize for hurting them? Did they apologize for hurting the other person? How does it feel to apologize to someone or to receive an apology from someone? Discuss what it means to "forgive." Find some examples in the story that relate to forgiveness.

Respecting Property

- Discuss with students why they think the Library Dragon was so overly protective of the books. What may have caused her to become this way? What could she have done to make sure the books stayed safe?
- Talk with the students about book care and why it is necessary to follow rules created for the classroom library and the school library. Show them copies of books that have been ruined by misuse. Discuss the Library Dragon's rules for her library that were useful and those that were not. This is a good time to discuss all of the wonderful things the school librarian does to make the library great.

Afterwards, have the class write thank-you letters to the school librarian.

Manners

- Compare and contrast how you should treat people and others people's belonging (whether it be the property of other students, teachers, or the school). Create a Venn Diagram between the Library Dragon and Miss Lottie. How were they the same/different?
- How did Molly Brickmeyer help change the Library Dragon's view of how kids treat books? Also discuss how teachers treat kids? What do you feel about how your teacher treats you? How do you influence how your teachers treat you?

Geography

Creating a Map: Have the students draw a map to the school library for someone who is new or a guest in the school. The map should identify all surrounding areas and include a compass rose.

SCIENCE

Dragon Research: Come up with five interesting facts about dragons and draw a picture or select an image from the internet to go with the information. Have students create small posters to share and display on a bulletin board.

DRAMA

- Have the students reenact the book. Assign character roles and narrator sections so that each student has a part.
- Have students create a paper plate mask of the Library Dragon or Miss Lottie using various materials from the classroom. Create a few short skits or a short script of five different scenes from the book. Put on a play with your class.

MATH

- Using *The Library Dragon*, have students create five word problems that relate to the story. Share with a partner and then the class.
- Have students select a page from the book and count the number of nouns, verbs, and adjectives on that page. Create a graph showing this information.



ABOUT THE AUTHOR



New York Times award-winning author, **Carmen Agra Deedy** has been writing for children for over two decades. Born in Havana, Cuba she came to the U.S. as a refugee in 1964. She grew up in Decatur, Georgia where she lives today. She is the author of *The Cheshire Cheese Cat: A Dickens of a Tale*; *14 Cows for America*; *Martina, The Beautiful Cockroach* (in English and Spanish); *The Library Dragon*; *The Secret of Old Zeb*; *The Last Dance*; *TreeMan*; *Agatha's Feather Bed: Not Just Another Wild Goose Story* (in English and Spanish); and *The Yellow Star: The Legend of King Christian X of Denmark*.

Deedy's most recent children's picture book, *14 Cows for America*, is based on an astonishing gift Americans received from a Maasai village in Kenya following the events of 9/11. The book became a *New York Times* Bestseller that *The Wall Street Journal* described as a "... moving and dramatically illustrated picture book."

Deedy's first chapter book, *The Cheshire Cheese Cat: A Dickens of a Tale*, is a story of deception, intrigue, and derring-do; revealing the unlikely alliance between a cheese-loving cat and the mice of Ye Olde Cheshire Cheese, a literary gathering place in Victorian London.

Carmen is a popular featured speaker and performer around the country, presenting at schools, conferences, and various events; such as the National Book Festival's presidential gala at the Library of Congress in Washington, DC. Her school presentations include *Scare Me Silly: A Collection of Spine-chilling Tales*; *Fairy & Folk Tales, Myths, and Legends*; and *Heroic & Outrageous Women*. Visit her website at www.carmendeedy.com.

(Intended audience: Grades K-Adult) E, M, H

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ABOUT THE ILLUSTRATOR



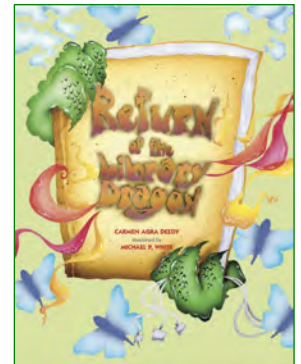
Michael P. White is the illustrator of *The Secret of Old Zeb*, *Harriet's Horrible Hair Day* and *The Library Dragon*. An award-winning artist and illustrator, he has exhibited his art in galleries and created original works for a number of corporations. Michael does many school visits, bookstore signings, and various other events throughout the year in addition to being a full time illustrator. His presentation, entitled *The Start of Something Big: A Hands-On Program*, is based on the premise that one idea can create a story and covers several curriculum-based objectives. White lives in Atlanta, Georgia. Visit his website at www.michaelpwhite.com.

(Intended audience: Grades K-8) E, M



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